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ABSTRACT

Focusing on Latin America's culture and historical development, this seventh grade social studies curriculum guide provides teaching methods for presenting this topic in the classroom and lists resource materials including three textbooks. A topical outline suggests that the course emphasize: (1) Latin America's physical environment; (2) the variety of people; (3) the general population's lifestyle; (4) economic affairs; (5) historical patterns; (6) the Caribbean region and Central and South American problems and future challenges; and (7) 13 class activities that can be applied to the study of specific Latin American countries. Six learning objectives, that focus on Latin America as a region, are included. (JHP)

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THE THIRD WORLD: PROBLEMS AND PROSPECTS #4003

SEVENTH GRADE

ELECTIVE SEMESTER

SOCIAL STUDIES CURRICULUM

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August, 1983

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PREFACE

This curriculum guide presents the framework for the basic courses within this academic discipline. Provided are enrollment guidelines to assist pupils, teachers, and support staff in developing student programs: course descriptions, performance expectations, and skills to be acquired within a course unit. The content of this guide provides minimum standards required for this course and that it is the responsibility of the teacher to provide the students of the particular class with texts, instructional resources, experiences etc., necessary to meet the individual needs of students.

The curriculum/staff development personnel, principals, program specialists and coordinating teachers are ready to assist any teacher with questions, concerns or problems in implementing this course.

As this curriculum guide outline is used in the classroom, teachers are asked to keep a record of changes that need to be made in order to improve the guide. These comments and/or suggestions should be forwarded to the area program specialist, school coordinating teacher, appropriate curriculum specialist, grade level or subject area chairperson.

THE THIRD WORLD: PROBLEMS AND PROSPECTS #4003

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THE THIRD WORLD: PROBLEMS AND PROSPECTS #4003

COURSE OBJECTIVE:

The course The Third World covers the area of Latin America. Students will be presented with an overview of cultural aspects and historical development of the areas investigated and will learn the influence directed upon these areas by the United States and European nations culturally and historically.

METHODS OF PRESENTATION:

To present this course in a manner as to maintain student motivation, the teacher should use and incorporate "hands-on" activities, the creative talents and abilities of the students and relate the material to the culture of the United States for comparison. Constant reference to the news media and use of media stories, etc. is helpful so that students will see the relevance of this area upon their current lives and the possible impact upon their future. The news media can provide many activities for your students both individually and in small group assignments.

RESOURCES:

Textbook: SCHOLASTIC WORLD CULTURES, Revised Edition, James A. Hudson, Publisher - Scholastic Book Services

Resources include the following material, texts and services:

1. Latin America. INSIGHTS SERIES, Thomas Oren Flickema and Paul W. Kane. Publisher - Charles E. Merrill Publishing Company
2. Our Neighbors in Latin America. Publisher - Ginn and Company. Copy available for use in the Teacher Learning Center.
3. Contact Travel Agencies to acquire color photos and brochures of the various countries of Latin America.
4. Write to the embassies located in Washington, D.C. for information and color brochures pertaining to each country.
5. Third World: Problems and Prospects #4003, Eleanor Smith, August 1982 - Topical Outline (yellow cover)

THE THIRD WORLD: PROBLEMS AND PROSPECTS #4003

TOPICAL OUTLINE:

I. The Environment of Latin America
   A. The Andes Mountain Range
      1. Resources
         a. Mineral Deposits
         b. Agricultural Benefits
      2. Geological Activity
         a. Earthquakes
         b. Volcanic Activity
      3. Natural Barrier
   B. Plains
      1. Location
      2. Agriculture and Industrial Resources
      3. Concentration of Population
   C. Rivers, Jungles and Deserts
      1. Five Great River Systems
      2. The Amazon River and Jungle
      3. Atacama Desert
   D. Access to the Oceans
   E. Islands of the Caribbean

II. The Variety of People
   A. Stereotyped Images and Misconceptions
   B. Ancestry
      1. Europeans
         a. Types of Europeans
            1. Spanish
            2. Portuguese
            3. German
         b. Reasons for Migration to and Involvement in Latin America
         c. Dominant Centers and Location of European Culture
      2. Blacks
      3. Indians
      4. Asians
   C. Language Variations

III. Lifestyle of the General Population
   A. Family Life
      1. Marriage
      2. Traditional Family Structure
      3. Traditional and Changing Roles for Women
   B. The Importance of Religion
      1. Catholic Dominance
      2. Protestantism
   C. Education
      1. Public Education for the Youth
      2. Vocational Schools
         a. Need for Vocational Training
         b. Increase in Facilities and Attention
      3. Colleges
   D. Entertainment and Sports
   E. Attitudes of the People
      1. Prejudices
      2. Life and Death
      3. Machismo
      4. Desire for Improvements

IV. Economic Affairs
- A. Industrial Growth
  - 1. Urbanization
  - 2. Wealth vs. Poverty
  - 3. Growing Industries
  - 4. Unemployment
  - 5. Migration Patterns
- B. Agriculture
  - 1. Traditional Farming Approaches
  - 2. Demand for Agrarian Reforms
  - 3. Products Derived from Agriculture and Related Products

V. Historical Patterns
- A. European Presence in Latin America
  - 1. The Colonization and Development of Latin America
    - a. Conquistadores
      - 1. Search for Gold, Glory and Spread of the Gospel
      - 2. Extensive Land Claims of the Spanish
      - 3. Spanish-Indian Relations
    - b. Establishment of European Empires in Latin America
  - 2. Growth of Latin American Independence Movements to the Present Day
    - a. Mexican Independence in the early 1800's.
    - b. General Pattern of Resistance
    - c. Recent Activities -- Falkland (Malvinas) War: 1982
- B. United States Presence in Latin America
  - 1. The Caribbean
    - a. Spanish-American War
    - b. Empire Building: Protectorates, Possessions and Possible States
  - 2. The Panama Canal
    - a. Acquisition of Land and Rights
    - b. Maintenance of Control
  - 3. Mexican-United States Relations
    - a. Texas and the Mexican War
    - b. Border Campaigns: 1910 to 1917
    - c. Current Economic Relations
  - 4. United States Activities in Chile: 1968-1974
  - 5. Cuban-United States Relations
    - a. Cuba as Possible State and as Supervised Territory (cir, 1900)
    - b. Rise of Fidel Castro
    - c. Cuban Missile Crisis and the Bay of Pigs Incident
- C. Historic Activities Among Latin American States
  - 1. Cuban Influence Within Latin America
  - 2. Rapid and Constant Political Change Within American States
  - 3. Rivalries Among the Nations Within Latin America

VI. Issues and Challenges in the Caribbean, Central and South America
- A. Economic Forces in Contemporary Latin America
  - 1. Indebtedness to Foreign Nations
  - 2. Slow Down in Productivity
  - 3. Inflation and Unemployment
  - 4. Capitalist vs. Marxist Styled Economies
- B. Political Turmoil
  - 1. Rising Nationalism Throughout Latin America
  - 2. Growth of Revolutions and Revolutionaries
  - 3. Ideological Confrontations Within Each Nation
  - 4. Rapid Transfer of Power and Regimes
  - 5. Lack of Cooperation in Coalition Governments
  - 6. Force as Exercised by Military Regimes

C. Outside Intervention and Influence
   1. The United States
   2. The Soviet Union
   3. Cuban Activities

D. Growing Demands of the People
   1. Agrarian Reform
   2. "Non-Intervention" Attitudes
   3. Social changes
   4. Redistribution of Wealth and Access to Money and Credit

LATIN AMERICA

UNIT ACTIVITY:

To enhance the unit, eliminate possible complications in the assignment of activities and responsibilities and to personalize this unit, each student in the class should be given one specific country located in Latin America as his/her responsibility for the duration of the course. That student should:

1. Use felt and sew a replica of the national flag for the country he/she has selected. All flags should be of the same size, displayed in class by hanging them from the ceiling and all flags should be completed by the same time.

2. Collect any newspaper articles pertaining to the country of his concern and save them for use in later class activities.

3. Use his country only in completing assignments such as determining immigration patterns or any activity in which the students are to refer to one country.

4. Prepare a booklet which will include:
   a. Geographic features: a series of maps showing location of cities, bodies of water, land forms, deserts, etc.
   b. Types of people living in that country: Include charts, etc.
   c. A brief history of that country.
   d. Examples of dominant languages spoken.
   e. The national flag drawn and colored.
   f. Survey of that country's lifestyles including holidays, religions, educational system, family life.
   g. Industrial and agricultural enterprises.
   h. Current governing system and personalities.
   i. That nation's relationship today with the United States.

This booklet can be copied. The student should keep the original for himself and copies can be spiral bound along with the others from classmates so that each student can have a detailed study of each country and a copy can be given to the Media Center.

5. Write to the embassy of the country located in Washington, D.C. for materials and request from travel agencies color brochures and posters.

OBJECTIVE:

The student will learn the basic geographic features of the Latin American area and be able to locate the Andes Mountain Range, major rivers, jungles and deserts, and basic geologic features.

I. The Environment of Latin America
   A. The Andes Mountains Range
      1. Resources
      2. Geological Activity
      3. Natural Barrier
   B. Plains
      1. Location
      2. Agriculture and Industrial Resources
      3. Concentration of Population
   C. Rivers, Jungles and Deserts
      1. Five Great River Systems
      2. The Amazon River and Jungle
      3. Atacama Desert
   D. Access to Oceans
   E. Islands of the Caribbean

SUGGESTED ACTIVITIES:

1. Have each student in the class work on one of the following:
   a. Using poster board, construct maps of Latin America showing
      1. Rainfall
      2. Population Density
      3. Landforms
      4. Climate
      5. Political Divisions and major cities.
   b. Prepare collages of several Latin American countries showing the environment, people, etc.
   c. Make a relief map of the Latin American areas using "flour-paste."
   d. Make a display of pictures showing the animal life found in the various regions of Latin America.
   e. Prepare a chart showing the dates, locations and damage incurred by earthquakes and volcanic activity.
2. After studying all available maps of Latin America, each student is to decide the location of a community he/she would create and develop if Latin America had not as yet been settled. Students should explain the reasons for their decision and discuss the benefits of that location and possible problems or hardships.
3. Make a cross-sectional view of a volcano located in Latin America and include the date of its last eruption and damage involved.
4. Create a map of the western hemisphere and detail ocean currents of the Atlantic and Pacific Oceans.
5. The teacher should select a student with a degree of artistic talent to prepare an "over-lay" sequence for the overhead projector which shows the geographical features of Latin America. Different colors should be used.

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II. The Variety of People
- A. Stereotyped Images and Misconceptions
- B. Ancestry
  - 1. Europeans
  - 2. Blacks
  - 3. Indians
  - 4. Asians
- C. Language Variations

SUGGESTED ACTIVITIES:

1. Divide the class into three groups with each designated as either Maya, Inca or Aztec Indians. Each group is to examine the Indian culture assigned. This should include general lifestyles, locations, art, science, math, architecture, power and any additional aspects existing prior to European contact. Each group should prepare an oral and written presentation with pictures and any other visual effects. The written presentation should be combined and spiral bound at the Teacher Learning Center with a copy for each student and one for the Media Center.
2. Prepare a bar graph which shows the racial groupings in terms of percentages of the total population for each country in Latin America.
3. Make a map of South America and Central America. Locate the dominant regions of residence for each of the major ancestral groupings.
4. Develop a list showing the cross-racial/cultural people which emerged from the "melting" effect in Latin America.
5. Make a chart showing the various languages spoken in Latin American countries. A second chart should provide examples of expressions in these languages.
6. Prepare a line graph which shows immigration to each of the Latin American countries. A chart should accompany this line graph showing points of origin of the immigrants, actual number of immigrants and primary reasons for immigration. Determine the current immigration quotas for each nation if any exist.

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OBJECTIVE:

The student will gain an awareness of the cultural differences between Latin America and the United States.

III. Lifestyle of the General Population
- A. Family Life
  - 1. Marriage
  - 2. Traditional Family Structure
  - 3. Traditional and Changing Role for Women
- B. The Importance of Religion
  - 1. Catholic Dominance
  - 2. Protestantism
- C. Education
  - 1. Public Education for Youth
  - 2. Vocational Schools
  - 3. Colleges
- D. Entertainment and Sports
- E. Attitudes of the People

SUGGESTED ACTIVITIES:

1. Prepare collages for each country in Latin America which show tourist and entertainment facilities and events. Display in class.

2. Research holidays and special celebrations of individual countries and those which are dominant throughout the region. Such a celebration might be held in class at the appropriate time.

3. Learn some of the games and music found in Latin American countries. Play these in class.

4. Sew articles of clothing often found in Latin American countries and have a fashion show. Ponchos, skirts, etc. can easily be made while other items such as hats might be purchased.

5. Draw and paint a large mural for wall display showing the art style involved and scenes of life often found in Latin America. You may ask the art teacher at your school for advice or help.

6. Create charts comparing weddings, church affiliations, roles of women, etc. between Latin American countries and the United States.

7. Locate an exchange student in the Charlotte-Mecklenburg System who originates from a Latin American country. Request that student's presence in your class to discuss the educational system in his/her country as compared to the Charlotte system. This exchange student could also shed light on many other aspects of Latin American Culture.

8. Plan a trip to a local Mexican food restaurant or have students make Mexican food for a feast at school.

9. Plan and execute a "Latin American Day" at your school. The cafeteria might serve Mexican food, projects so far completed could be displayed in heavily traveled areas of the campus, music and games might be played outdoors. Cooperation with the Spanish teacher at your school and permission from your principal to alter the schedule for that day would be quite beneficial. A fair showing examples of products, animal life, etc. and small articles for sale at low prices would generate interest and some money for the department or specific class project.

10. Have students re-enact a wedding customarily performed in the majority of Latin American nations.

11. Take a field trip to and sit in on a Catholic mass in order to get a general understanding of religious styles.

12. Have a fiesta in class. You might wish to include the pinata as part of the celebration.

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OBJECTIVE:

The student will learn about the primary economic patterns and developments of the Latin American nations and current problems facing those nations financially.

IV. Economic Affairs
  A. Industrial Growth
    1. Urbanization
    2. Wealth vs. Poverty
    3. Growing industries
    4. Unemployment
    5. Migration Patterns
  B. Agriculture
    1. Traditional Farming Patterns
    2. Demand for Agrarian Reforms
    3. Products Derived from Agriculture and Related Products

SUGGESTED ACTIVITIES:

1. Have students bring examples of products exported from Latin American nations and place these examples on display.

2. Each student should prepare a map of a country in Latin America which shows the chief products of that country.
   a. Draw a wall size map using poster board of the entire Latin American regions.
   b. Cut the map into separate countries.
   c. The student responsible for a particular country will draw in the major cities, rivers and industrial/agricultural products of that country.
   d. The map should then be pieced together like a puzzle with each student responsible for placing his country in the proper place.
   e. A key identifying the pictures and a scale of miles should be included.
3. Each student should prepare a bar graph for the country he/she is responsible for showing exports and imports.
4. Make a chart comparing/contrasting the Hacienda system of agriculture with America's agri-business system.
5. Prepare a list of grievances and demanded reforms often espoused by farmers in Latin America.
6. Make a chart showing major cities in Latin America, the rising population of the cities, and reasons for the shift in population to the cities. Include major industries located in these cities.
7. Research the current economic situation of Mexico, Venezuala and Argentina and Brazil in terms of outstanding debts, failure or success of prime industries and their economic ties to the United States.
8. Compare-contrast unemployment and poverty level figures between each Latin American country and the United States.
9. Write a scenario of what may occur if anyone or combination of the Latin American countries should suffer economic collapse. Show its relation or effect on other nations.
10. Examine the issue of Mexicans illegally crossing the border into the United States.

OBJECTIVE:

The student will learn the historical presence of Europeans and persons of the U.S. in the development and progress of Latin America including current trends.

V. Historical Patterns
   A. European Presence in Latin America
      1. Colonization and Development of Latin America
      2. Growth of Latin American Independence Movements to the Present Day
   B. United States Presence in Latin America
      1. The Caribbean
      2. The Panama Canal
      3. Mexican-United States Relations
      4. United States Activities in Chile: 1968-1974
      5. Cuban-United States Relations
      6. American Economic Activity in Central and South America

SUGGESTED ACTIVITIES:

1. On a map of the Western Hemisphere shade the land claims of Spain and Portugal by 1675.
2. Prepare a chart showing the Spanish conquistadores, dates of arrival in the New World, location of their individual activities, reason for coming and results.
3. Examine Spain's reasons for conquering the Indians they encountered and the process by which this conquest was accomplished.

4. Spain's three reasons for involvement in the New World were the acquisition of gold, and glory and the spread of the Christian faith. Determine the success or failure of each.

5. Provide a list of Spain and Portugal's contributions to the development of Latin America.

6. Within each country of Latin America, research and explain a revolution which occurred and attempted the overthrow of European control from its borders.

7. Using copies of newspaper articles obtained from the public library or from the offices of the Charlotte Observer, trace the path to war between England and Argentina in 1982 and chart the statistics and results of this war.

8. Divide the class into three groups; one assigned Mexico, one assigned the Panama Canal, and the third with other countries. Each class room group will investigate that country's role with the United States in the past.

   a. Panama: draw the Panama Canal, draw the operation of the canal, key persons involved in the acquisition of and building of the canal, research the importance of the canal to the world and U.S. commerce, and the role of the canal in the national security of the U.S. Investigate attitudes of the Panamanians and the Americans toward the maintenance of the canal and recent developments.

   b. Mexico: research the history of Mexican-American relations from 1820-present. This should include the Texas Independence War, the Mexican War and border clashes from 1910-1918. Pictures should include Pancho Villa, General Pershing, maps showing loss of Mexican territory to the U.S. Include the alleged Zimmerman Note sent to Mexico by Germany and current affairs with Mexico.

   c. Other Countries: Show America's involvement in Haiti, the Dominican Republic, Puerto Rico, Honduras, Colombia, and Nicaragua.

   These investigations should be presented to the class orally with students taking notes and being responsible for the material covered. Charts, graphs, and maps should be included in the presentations.

9. Debate: The United States Should Influence the Type of Government Latin American Nations Have.

10. Have students evaluate the opinion one time held by some Americans that Cuba should be made a state of the U.S.A. (pre-Castro days).

11. Compare the "Speak Softly but Carry a Big Stick" philosophy of Teddy Roosevelt with the "Good Neighbor Policy" of Franklin Roosevelt.

12. Recount the rise of Fidel Castro to power in Cuba and evaluate his motives. Compare his motive with the current state of Cuba.

13. Examine the activities of such persons as Che Guevara in Latin American politics.

14. Interview parents or neighbors about their recollections of the Cuban Missile Crisis and the Bay of Pigs Fiasco. Research these events to determine the façts and evaluate President Kennedy's response to the facts which set up these two events.

OBJECTIVE:

Students will become aware of the current trends in Latin American affairs economically, politically, socially and internationally.

VI. Issues and Challenges in the Caribbean, Central and South America
   A. Economic Forces in Contemporary Latin America
   B. Political Turmoil
   C. Outside Intervention and Influence
   D. Growing Demands of the People

SUGGESTED ACTIVITIES:

1. Make a bulletin board of news articles concerning contemporary events in Latin America.
2. Write to the ambassadors of Latin American countries asking for information and opinions on current U.S.-Latin American affairs.
3. Research and explain the "Domino Theory" as portrayed by the Reagan Administration concerning the growth of Communism in Latin America.
4. Track down reasons why people often refer to U.S. involvement in El Salvador as "another Vietnam." Make statistical comparisons of your own including motives.
5. Prepare a map of Central America - a large one, preferably covering one wall. Groups should be devised to examine current military and political affairs and developments in the countries of that area. This would include revolutionary activities, insurgent elements, issues involved and the role of the Soviet Union, the United States and Cuba. Charts should be placed on the wall near the map with arrows pointing to the country which it deals with. These charts should include the information just listed.
6. On individual maps of Latin America, students should shade those countries which are basically socialist oriented and those basically capitalist oriented.
7. Explain the reason for the Carter Administration re-negotiating the Panama Canal Treaty and the provisions thereof.
8. Cut out of the newspapers political cartoons concerning the problems of the Latin American nations. File for future reference. Have students write interpretations of the cartoons.
9. Take a survey of public opinion concerning the role the United States should have in the affairs of Central American internal affairs and problems.
10. Examine Reagan's contention that the protection of Latin America from threats of communism and socialism is vital to U.S. security.
11. Obtain guest speakers who have been to Central American nations recently to talk to the class concerning what they witnessed politically, socially, and economically and their opinions as to the course of events in those countries.
12. Students should learn the basic doctrines of those who urge socialism in Latin America and the basic tenets of capitalism. This should not be confused with democracy and absolute governmental rule or military rule. Based upon their findings each student should determine the better economy for the region and explain why. A similar look at governing methods should be made with the students again determining the best for that region under those circumstances.
13. Students should be allowed to create their own form of government. The teacher should prepare four different environments (geographical, population, resources, etc.) and have the students to determine the best method of governing the area and the best form of economy for that area based upon given information. Class discussions should follow with comparisons made among the students.